

# **ANALYSIS OF THE S.C. ACCOUNTABILITY ACT & NO CHILD LEFT BEHIND**

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<b>S.C. ACCOUNTABILITY ACT (1998)</b>	<b>NO CHILD LEFT BEHIND (NCLB) (2001)</b>
<p><b><u>RIGOROUS ACADEMIC STANDARDS</u></b> <b>Section 59-18-300</b></p> <p>Adoption of grade specific performance oriented educational standards in core academic areas of mathematics, English/language arts, social studies (history, government, economics and geography), and science for K-12. Adopt also specific standard and performance benchmarks for end of course assessments in mathematics, English/language arts, social studies and science in grades 9-12.</p> <p>The standards must be reflective of the highest level of academic skills at each grade level with the rigor necessary to improve the curriculum and instruction in SC schools so that students are encouraged to learn at unprecedented levels.</p> <p>A cyclical review of state standards is required in each academic area at a minimum of every four years. After presentation to the Education Oversight Committee (EOC) the recommendations are to be implemented. A task force of parents, business and industry persons, community leaders, and educators to include special education teachers, must examine the standards and assessment systems to determine rigor and relevancy as part of cyclical review.</p>	<p><b><u>CHALLENGING ACADEMIC STANDARDS</u></b></p> <p>Each state must demonstrate that it has adopted challenging academic standards that will be used by the state, local educational agencies, and schools to gauge student achievement.</p> <p>The same academic standards must apply to all schools and children in the state.</p> <p>Academic standards must be set for all subjects determined by the state, but must include mathematics, reading/language arts, and beginning in 2006, science.</p> <p><b><u>Standards Must Include</u></b></p> <p>Content standards in academic subjects that specify what students are expected to know and be able to do, contain coherent and rigorous content, and encourage the teaching of advanced skills.</p> <p>Student achievement measures that are aligned to state academic standards and describe levels of achievement (basic, proficient and advanced) that determine how well students are mastering the material in the content standards.</p>

## **ASSESSMENTS ALIGNED WITH STANDARDS**

### **Section 59-18-310**

The State Board of Education through the department is to adopt a statewide assessment system to measure student performance on state standards:

- Identify areas in which students need additional support;
- indicate the academic achievement for schools, districts, and the state;
- satisfy federal reporting requirements; and
- all assessments developed or adopted must be objective and reliable.

The State Board of Education in consultation with the Oversight Committee shall provide for a cyclical review by academic area to ensure standards are high at a minimum every four years. The review report, on each academic area must be presented and approved by the EOC. Recommendations by the EOC must then be implemented. A community review task force as per the academic standards review is required.

### **The Statewide Assessment Program**

Four Academic Areas: math, science, social science and English/language arts grades 3-8.

Exit Exam first administered by the end of Grade 10. Math, science, English/language arts and social studies.

End of Course Tests are to be developed and administered for gateway courses in English/language arts, math, science and social studies for grades 9-12.

## **ASSESSMENTS ALIGNED WITH STANDARDS**

At a minimum, for reading and math, academic assessments should be administered at least once during grades 3-5, 6-9, and 10-12, until annual tests are administered at the latest by 2005-2006.

By the 2005-2006 school year, each state must have high quality, yearly academic assessments for reading and mathematics in grades 3 through 8.

By the 2007-2008 school year, each state must have science assessments administered at least once during grades 3-5, 6-9, and 10-12. (Academic standards in science are required by the 2005-2006 school year.)

Each state must demonstrate that local educational agencies will provide for an annual assessment of English proficiency (measuring oral, reading and writing skills) of all students with limited English proficiency beginning in the year 2002-2003 school year. (US Secretary may provide one additional year for exceptional circumstances.)

Each state may incorporate data from the assessments into a longitudinal data system that links student test scores, length of enrollment, and graduation records over time.

### **Requirements for Assessments**

The assessments developed by the state must:

- Be the same academic assessments used to measure achievement of ALL children on grade level.
- Be aligned with the state's academic standards and

<p><u>First Grade Readiness</u> must be administered no later than 2000-2001. The test must be linked to the adopted Grade 1 academic standards. The purpose of the tests is to measure individual student readiness and not to be used as an accountability measure at the state level.</p> <p><u>Second Grade Readiness</u> must be linked to the adopted Grade 2 academic standards. The test is to measure individual student readiness and not for accountability but as a baseline for Grade 3 assessment.</p> <p><u>PSAT or PLAN Test</u> high schools shall offer state-funded PSAT or PLAN tests to each 10<sup>th</sup> grade student. The tests are to be used to assess and identify curricular areas that need to be strengthened and re-enforced. Schools and districts are to use the test as diagnostic for post-secondary success and to identify assistance needed.</p> <p><u>Norm-Referenced Test</u> The State Board of Education with the recommendations of the EOC should select a norm-referenced test to obtain an indication of student and school performance relative to national performance levels. The test must be administered annually to a statistically valid random sample of students in grades 3-11. The Oversight Committee should determine an appropriate sampling plan to begin in the 1998-1999 school year.</p> <p><b>The assessments must include ALL students and include those students as required by the 1997 reauthorization of the Federal Individuals with Disabilities Education Act and Title I.</b></p>	<p>provide coherent information about student achievement of the standards.</p> <ul style="list-style-type: none"> <li>• Meet nationally recognized professional and technical standards.</li> <li>• Involve up-to-date measures of student achievement that assess higher-order thinking skills and understanding.</li> <li>• Be used only for purposes for which they are designed.</li> <li>• Be used only if evidence is provided by the test publisher or other sources that the tests are of adequate technical quality to meet the purposes of the act.</li> <li>• Produce individual student interpretive, descriptive and diagnostic reports in uniform formats that allow parents, teachers and principals to understand and address specific student needs.</li> <li>• Enable results to be disaggregated within each state, local agency, and school by gender, by each major racial and ethnic group, by English proficiency status, by migrant status, by students with disabilities, and by economically disadvantaged students.</li> </ul> <p>The assessment systems developed by the states must provide for:</p> <ul style="list-style-type: none"> <li>• The participation of ALL students in the assessments;</li> <li>• accommodations for students with disabilities; and</li> <li>• the inclusion of limited English proficient students in the language and form most likely to yield accurate data. (Unless a student has attended a U.S. school for three or more consecutive years, in which case English tests are used.)</li> </ul> <p>Starting in the 2002-2003 school year, all districts are required to test non-English speaking students as to their</p>
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	<p>rate of English acquisition on a yearly basis and measure student's progress toward set goals.</p> <p><b>Students who have resided in the U.S. for less than three full years are to take the test but be given the assessment in their native language. Once they are in the U.S. for three or more years the student must be tested in English.</b></p> <p>The state must ensure participation by ALL students who have attended schools in the local school district for a full academic year. Each state will determine the definition of a full year. (If a student attends more than one school in the district, the student's scores will be used for progress of the Local Education Agency (LEA) but not the individual school. The students must take the statewide exam but not counted in the schools Adequate Yearly Progress (AYP) until in school for a full academic year.)</p> <p>Students must participate in <u>National Assessment of Educational Progress (NAEP)</u>, grades 4 and 8 in reading and math. All costs will be covered by the federal government.</p> <p><b>A state may enter into a voluntary partnership with another state or states to develop and implement the academic assessments and standards required under the Act.</b></p> <p><b>States who have already reached the goal of testing every student grades 3-8 can use the federal dollars targeted towards assessment to develop better statewide reporting systems for student data or to help defray costs of administering the assessments.</b></p>
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	<p><b><u>Additional Requirements in State Plan</u></b></p> <p>Each state plan shall describe:</p> <ul style="list-style-type: none"> <li>• How results of assessments will be promptly provided to local agencies, schools and teachers in clear, easily understood, uniform formats.</li> <li>• How results of assessments will be used to improve the educational achievement of individual students.</li> </ul>
<p><b><u>PERFORMANCE CRITERIA</u></b></p> <p>Education Oversight Committee shall establish student performance indicators which will be used for assessing a school's overall performance and appropriate grade levels within the school.</p> <p>Levels of proficiency on the statewide assessment will include Below Basic, Basic, Proficient and Advanced.</p> <p>Performance should be reported by subgroups of students in the school and schools similar in student characteristics.</p> <p>No later than June 1, 1999, the Accountability Division must report on the development of criteria for performance indicators to the State Board and the Oversight Committee.</p> <p>By September 1, 1999, the State Department of Education shall report to the Oversight Committee the determination of the levels of difficulty for the assessments by grade and academic area.</p> <p>By March 1, 2000, a report on the development of baseline data for the schools was due from the division.</p>	<p><b><u>PERFORMANCE CRITERIA</u></b></p> <p>By the school year 2014, 100 percent of students will reach proficiency in reading, math and science.</p> <p>Each state will establish level of proficiency: Basic, Proficient and Advanced for assessments.</p> <p><b><u>Adequate Yearly Progress</u></b></p> <p>Each state shall determine AYP in order to apply the same high standards of academic performance to all public elementary and secondary schools.</p> <ul style="list-style-type: none"> <li>• This should be included in the NCLB state plan.</li> <li>• Performance criteria should be statistically valid and reliable.</li> <li>• AYP should result in continuous and substantial improvement for all students.</li> <li>• Includes separate, measurable, annual objectives for continuous and substantial improvement for: <ul style="list-style-type: none"> <li>• All public school students;</li> <li>• economically disadvantaged students;</li> <li>• students from major racial and ethnic groups;</li> <li>• students with disabilities; and</li> <li>• students with limited English proficiency.</li> </ul> </li> </ul>

	<p>AYP should include graduation rates for secondary students (percent who graduate from secondary schools with regular diploma in the standard number of years), and one other academic indicator (which may include achievement on additional state or local assessments, decreases in grade-to-grade retention rates, attendance rates, and changes in the percent of students completing gifted and talented, advanced placement, and college preparatory courses).</p> <ul style="list-style-type: none"> <li>Each state, using data from the 2001-2002 school year, must establish the starting point for measuring the percent of students meeting or exceeding the state's proficient level of academic achievement. At a minimum, the starting point must be based on the higher percent of students at the "proficient" level in: <ul style="list-style-type: none"> <li>the lowest achieving group of students in the state (in disaggregated form) for subgroups, or</li> <li>the school in the 20<sup>th</sup> percentile of all schools in the state (ranked by students at the proficient level).</li> </ul> </li> </ul> <p>The timeline must ensure that within 12 years after the 2001-2002 school year, all students in each major student subgroup will meet the state's proficient level of academic achievement.</p> <p><b><u>Annual Measurable Objectives</u></b></p> <p>Each state must establish statewide annual measurable objectives AYP, which:</p> <ul style="list-style-type: none"> <li>Must be set separately for math and reading;</li> <li>must be the same for all schools;</li> <li>must identify the minimum percentage of students</li> </ul>
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	<p>required to meet the proficient level (applied separately for each major student group);</p> <ul style="list-style-type: none"> <li>• ensure that all students meet the proficiency standard in 12 years; and</li> <li>• may be the same for more than one year, subject to the established intermediate goals.</li> </ul> <p><b><u>Intermediate Goals for Adequate Yearly Progress</u></b></p> <p>Each state must establish intermediate goals for meeting the 12-year proficiency requirement. The intermediate goals must:</p> <ul style="list-style-type: none"> <li>• Increase in equal increments over the 12-year timeline;</li> <li>• set the first increase to occur in not more than two years; and</li> <li>• provide for each following increase to occur at least every three years.</li> </ul> <p><b><u>Annual Improvement for Schools</u></b></p> <p>Each year for a school to make adequate yearly progress:</p> <ul style="list-style-type: none"> <li>• Each group of students must meet the annual objectives set by the state and will be considered to have met the objective if the percentage of proficient students is within 10 percent of the objective, <u>and</u> made progress on one of the other academic indicators.</li> <li>• At least 95 percent of each group of students in the school are required to take the assessment.</li> </ul> <p><b><u>Uniform Averaging of Data</u></b></p> <p>For the purpose of determining whether schools are making adequate yearly progress, the state may establish</p>
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	<p>a uniform procedure for averaging data including the following:</p> <ul style="list-style-type: none"> <li>• A state may average data from a school year with the one or two years immediately preceding that one; or</li> <li>• until assessments are in place that provide data, states may use data from assessments that were required under the 1994 ESEA law; and</li> <li>• a state may use data across grades in a school.</li> </ul>
<p><b><u>ACCOUNTABILITY SYSTEMS</u></b>  <b>Section 59-18-1300</b></p> <p>Each district Board of Trustees must establish and annually review a performance based accountability system.</p> <p>Parents, teachers, and principals must be involved in the development, annual review and revisions of the accountability plan to be developed, reviewed, and revised annually.</p> <p>The district accountability system must build on the district and school activities and plans.</p> <p>Principals should be actively involved in the selection, discipline and dismissal of personnel in their school.</p> <p>School Improvement reports must be provided to parents by February 1<sup>st</sup>.</p> <p>The Department of Education shall offer technical support to any district requesting assistance. The department must conduct a review of accountability plans as part of the peer review process to ensure that strategies contained in the plan maximize.</p>	<p><b><u>ACCOUNTABILITY</u></b></p> <p>Each state must demonstrate that it is implementing a single, statewide accountability system that will be effective in ensuring that all local agencies and schools make “adequate yearly progress.”</p> <p>Each state’s accountability system must:</p> <ul style="list-style-type: none"> <li>• Be based on the academic standards and assessments adopted by the state, and take into account the achievement of all public school students.</li> <li>• Be the <u>same</u> accountability system that the state uses for all public schools and local educational agencies.</li> <li>• Include sanctions and rewards that the state will use to hold local agencies and schools accountable for student achievement and for meeting adequate yearly progress.</li> <li>• The state shall set an initial proficiency level in 2002-2003 that must be met by all schools and major student groups.</li> </ul>

<p><b><u>ACCREDITATION</u></b></p> <p>By November 2000, the State Board of Education, working with the department and recommendations from the accountability division must promulgate regulations outlining criteria for the state accreditation system, which includes student academic performance.</p>	
<p><b><u>REPORTING RESULTS</u></b></p> <p>The department will provide clear and specific assessment results annually on individual students and schools in a manner and format easily understood by parents and the public. It should be useful for curriculum review and instructional improvement.</p> <p>The department will provide longitudinally matched student data from assessments and include information on the performance of subgroups of students within schools.</p> <p>Schools and districts are responsible for disseminating this information to parents.</p>	<p><b><u>REPORTING RESULTS</u></b></p> <p>Each state shall report performance by subgroups for ALL students, economically disadvantaged, major racial and ethnic groups, disabilities, and limited English proficiency. Exceptions can be made if the number of students in the category is insufficient to yield statistically reliable information of results or it would reveal personal identifiable information.</p> <p>Each state shall report results on individual students in interpretive, descriptive and diagnostic reports in a uniform format that allows parents, teachers and principals to understand and address specific students needs. A detailed item analysis is required down to the school district level.</p> <p>The results should be reported in a disaggregated format within the state, local district and school by gender, by each major racial and ethnic group, by English proficiency standard, by migrant status, by students with disabilities and by economically disadvantaged students.</p>
<p><b><u>IDENTIFICATION, INTERVENTION AND ASSISTANCE</u></b> <b>Section 59-18-1500</b></p>	<p><b><u>IDENTIFICATION, INTERVENTION AND ASSISTANCE</u></b></p>

<p><b><u>State Level</u></b></p> <p>The State Department of Education (SDE) should review the revised school improvement plan to ensure it contains high standards and expectations for improvement. SDE must delineate the activities, support, services and technical assistance it will make available to support the school's plan and sustain improvement over time. Schools are eligible for grant programs Section 59-18-1560.</p> <p><b><u>External Review Committee</u></b></p> <p>When a school receives a rating of unsatisfactory or upon the request of a school rated below average, an external review team must be assigned by the SDE to examine school and district educational programs, actions and activities.</p> <p>Review teams are composed of persons that meet a criteria designed by the EOC and shall include representatives from selected school districts, retired educators, staff from the SDE, higher education representatives, parents from the district and business representatives.</p> <p>Activities of the team shall include:</p> <ul style="list-style-type: none"> <li>• All facets of school operations; a focus on strengths and weaknesses; the instructional program alignment with the content standards, and recommendations which draw upon strategies from successful school with similar student characteristics.</li> <li>• Consultation with parents, community members, and members of the school improvement council as to</li> </ul>	<p><b><u>State Level</u></b></p> <p>The State Department of Education (SDE) shall use 2002-2003 as the baseline year for collecting student achievement data by school for accountability. Public disclosure of data begins in this year.</p> <p>The SDE shall use 2003-2004 as the year to validate student achievement data by school. If a school does not show adequate yearly progress by this second year, an improvement plan must be developed in 45 days.</p> <p>After two years of data, schools not previously known to be needing improvement are identified. If a school has been identified as "needing improvement," it must meet AYP goals two consecutive years to succeed and change its status. (If a school has been identified as needing improvement before 2002-2003 with data and assessments from the 1994 law, they are aided immediately.)</p> <p>The SDE is responsible for reviewing local educational districts improvement. A process similar to that of the local districts review of individual school performance is required for an annual review and identification of school districts that need improvement based on achievement data.</p> <p>A state must help those local school districts that are identified by providing technical assistance, professional development, and administrative restructuring. Continuing to miss standards for adequate yearly progress brings increasingly aggressive aid and penalties from the state until a district is taken over by a receiver of trustee in lieu of the local school board and superintendent until</p>
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<p>strengths and weaknesses.</p> <ul style="list-style-type: none"> <li>Identifying personnel changes that might be needed and discuss findings with the local board.</li> <li>Cooperation with school staff, central office and local board in the design of the school's plan, implementation strategies, and professional development training needed to improve student progress.</li> <li>Identification of the support needed from the district, the SDE and other long-term technical assistance.</li> <li>Reports of its recommendations, no later than three months after the school receives the designation of unsatisfactory to the school, the board, and State Board of Education.</li> <li>An annual report to the local board and state board over the next four years as deemed necessary on the progress of implementing the plans and on student progress.</li> <li>SDE identifying within 30 days the principal, the superintendent, and the local board of the recommendations approved by the State Board. The SDE shall delineate the activities, support services, and technical assistance it will provide the school. This assistance will continue for at least three years or as needed to sustain improvement with the approval of the State Board.</li> </ul> <p><b><u>Declaration of State of Emergency</u></b></p> <ul style="list-style-type: none"> <li>The principal, district superintendent, and members of the local board must appear before the State Board to outline the reasons why a state of emergency should not be declared in the school.</li> <li>If the recommendations approved by the State Board, the district's plan or the school's revised plan is not</li> </ul>	<p>AYP is made.</p> <p>Schools and local districts previously identified as "needing improvement" or requiring corrective action prior to the enactment of NCLB of 2001, shall maintain that identification and status for purposes of immediate actions to correct and improve student achievement to make adequate yearly progress.</p> <p><b><u>School Support Teams</u></b></p> <p>Each state must establish school support teams composed of persons knowledgeable about scientifically based data and practice on teaching and learning and about successful school wide projects, school reform, and improving educational opportunities for low achieving students. Teams can include: distinguished teachers and principals; pupil services personnel; parents; representatives of institutions of higher education; and representatives of regional educational labs or technical assistance centers or outside consultant groups.</p> <p>Teams assigned to a school shall analyze the school's operations including the instructional program and make recommendations for improvement; collaborate in the design, implementation, and monitoring of a plan for improvement; evaluate the effectiveness of school personnel every six months; and make additional recommendations as plans are implemented.</p> <p>Teams may help a school for up to two years.</p> <p><b><u>Local Level</u></b></p> <p><u>After 2<sup>nd</sup> year data:</u> Schools identified as "<u>needing</u></p>
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<p>satisfactorily implemented by the school and its school district according to the timeline developed by the State Board or if student academic performance has not met expected progress.</p> <ul style="list-style-type: none"> <li>The State Superintendent, after consulting with the external review committee and with the approval of the State Board shall be granted the authority to:</li> </ul> <p><b><u>School Level</u></b></p> <ul style="list-style-type: none"> <li>Furnish continuing advice and technical assistance.</li> <li>Declare a state of emergency in the school and replace the school's principal.</li> <li>Declare a state of emergency and assume management of the school.</li> </ul> <p><b><u>District Level</u></b></p> <ul style="list-style-type: none"> <li>Furnish continuing advice and technical assistance.</li> <li>Recommend to the Governor that the office of superintendent be declared vacant. If the Governor declares the office vacant, the state superintendent may furnish an interim replacement until the local board can fill the vacancy. (Legal contract language for any new contracts.)</li> <li>Declare a state of emergency in the school district and assume management of the school district.</li> </ul> <p><b><u>Continuing Review of Instructional and Organizational Practices and Delivery of Technical Assistance</u></b></p> <p>The SDE must:</p> <ul style="list-style-type: none"> <li>Establish an ongoing mechanism to promote successful programs found in SC for implementation</li> </ul>	<p><u>improvement</u>” after 2<sup>nd</sup> year must provide students an option to transfer to another better performing public or charter school, provide transportation, and implement an improvement plan, including professional development for teachers. The local educational agency must provide technical assistance.</p> <p><u>After 3<sup>rd</sup> year data:</u> Schools identified a second year as “<u>needing improvement</u>” (lack of AYP) must provide supplemental services to students (like tutoring, after school programs, summer school – parents are to receive a list of providers for them to choose from). The district must give parents the option to transfer to another public or charter school, provide transportation, and continue to carry out an improvement plan.</p> <p><u>After 4<sup>th</sup> year data:</u> Schools still not making AYP move into “<u>corrective action</u>” requiring a new plan, new curricula, and altered governance. Local school districts can replace school staff relevant to the problems, fully implement new curricula along with appropriate professional development, decrease local management authority, appoint outside experts to help, extend the school year or day, or restructure internal organization of the school. Students continue to get supplemental services and the right to transfer to a better performing public or charter school.</p> <p><u>After 5<sup>th</sup> year data:</u> Schools identified again as not making adequate progress are closed and restructured. A school can open as a charter school, or regular school with new staff, and with new curricula.</p>
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<p>in schools with similar needs and students.</p> <ul style="list-style-type: none"> <li>• Provide information and technical assistance in understanding state policies and how they fit together and the best practice in implementing them.</li> <li>• Establish a process for monitoring information provided for accountability and for assessing improvement efforts and implementation of state laws and policies, which focuses on meeting the intent and purpose of those laws and policies.</li> <li>• The SDE shall provide information on the technical assistance strategies and their impact to the State Board of Education, EOC, the Senate Education Committee, the Senate Finance Committee, the House Education and Public Works Committee, and the House Ways and Means Committee annually.</li> </ul> <p><b><u>Teacher and Principal Specialists</u></b></p> <p><b><u>Teacher Specialists</u></b></p> <ul style="list-style-type: none"> <li>• Teacher specialists must be assigned in any of the four core academic areas to a middle or high school in an impaired district or designated as below average or unsatisfactory if the review team recommends and is approved by the State Board.</li> <li>• Teacher specialists must be assigned at a rate of one teacher for each grade level with a maximum of five to elementary schools in an impaired district, or designated as below average or unsatisfactory with approval of State Board.</li> <li>• The SDE in consultation with the Division of Accountability, shall develop a program of identification, selection, and training of teachers with</li> </ul>	
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<p>a history of exemplary student academic achievement to serve as teacher specialists on site. Retired teachers may be considered.</p> <ul style="list-style-type: none"> <li>• The teacher specialists will teach and work with the school faculty on a regular basis throughout the school year for up to three years or as recommended by the review team and approved by the State Board. They must teach a minimum of three hours per day on average in team teaching or teaching classes. They SHALL NOT be assigned administrative duties or other responsibilities outside the scope of the law.</li> <li>• The specialists will assist the school in gaining knowledge of best practices and well validated alternatives, demonstrate effective teaching, act as coach for improving classroom practices, give support and training to identify needed changes in classroom instructional strategies based upon analyses of assessment data, and support teachers in acquiring new skills.</li> <li>• The teachers will receive their salary and a supplement equal to 50 percent of the current southeastern average teacher salary as projected by the Budget and Control Board. The salary and supplement is to be paid for three years.</li> </ul> <p><b><u>Principals Specialist</u></b></p> <ul style="list-style-type: none"> <li>• EOC in consultation with the Leadership Academy of the SDE will develop criteria for identification, selection, and training of principals with a history of exemplary student academic achievement. Retired educators may be considered.</li> </ul>	
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<ul style="list-style-type: none"> <li>• A principal specialist may be hired for a school designated as unsatisfactory, if the local board chooses to replace the principal of the school.</li> <li>• The principal specialist will assist the school in gaining knowledge of best practices and well-validated alternatives in carrying out the recommendations of the review team.</li> <li>• The specialists will demonstrate leadership for improving classroom practices, assist in the analyses of data, work with individual members of the faculty emphasizing needed changes in classroom instructional strategies to increase academic performance.</li> <li>• The principal specialist will receive a salary and a supplement equal to 1.25 times the supplement calculated for teachers. The salary and supplement are to be paid by the state for two years.</li> <li>• Within these parameters, the school district will have the final determination on individuals assigned as teacher specialists and principal specialists.</li> </ul> <p><b><u>Mentoring Program for Principals</u></b></p> <ul style="list-style-type: none"> <li>• Each principal, continued in schools in districts designated as impaired or schools below average or unsatisfactory, must participate in a formal mentoring program with a principal. The SDE, working with the EOC, shall design the mentoring program and provide a stipend to those principals serving as mentors.</li> </ul>	
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**DISTRICT AND SCHOOL LEVEL ASSISTANCE**

Actions to be taken by the school, district and the Board of Trustees:

**School Level**

- The faculty of the school along with the principal must review its improvement plan and revise it with the assistance of the school improvement council. They should look at every aspect of schooling and outline activities that, when implemented, can be expected to improve student performance and increase the rate of student progress.
- The school in conjunction with the district board must inform the parents of children attending each school of the ratings received from the State Board of Education and must outline the steps in the revised plan to improve performance including the support to be given by the district.
- The notice must be advertised in at least one SC daily newspaper of general circulation in the area to include: name of school district, superintendent, district office telephone number, name of school, principal's name, telephone number of school, school's absolute performance rating and improvement performance rating on student academic performance and strategies which must be taken by the district and school to improve student performance.

**District Level**

<ul style="list-style-type: none"> <li>• The Superintendent and the local board shall review the school's strategic plan to ensure the plan focuses on strategies to improve student performance. Once the plan is approved, the district must delineate the strategies the technical assistance to be provided by the district.</li> <li>• The principals' and teachers' professional growth plans should be reviewed and amended to reflect the professional development needs identified in the revised plan and must establish individual improvement criteria on the performance dimensions for the next evaluation.</li> </ul>	
<p><b><u>MATERIALS</u></b>  <b>Section 59-18-700</b></p> <p>The State Board of Education shall revise the materials adoption process to require that the content of such materials reflect the substance and level of performance outlined in the grade specific educational standards adopted by the State Board.</p>	
<p><b><u>Academic Plans for Students - 1998-1999</u></b></p> <p>Annually, at the beginning of each school year, the school must notify the parents of the need for a conference for EACH student—grades 3-8 who lack skills to perform at current grade level. An <u>academic plan</u> will be developed to outline additional services the school and district will provide and the actions the student and parents will undertake to further student success.</p> <p>Parents will sign off on the plan, including any requirement for summer school attendance. If a parent</p>	

does not attend, the school will appoint a mentor. A copy of the academic plan will be sent to the parent by certified mail.

At the end of the school year, the student's performance will be reviewed. If student performance is not on grade level, or if terms of the plan have not been met, the student may be retained, required to attend summer school or be required to attend a comprehensive remediation program the following year with specific objectives outlined in an academic plan for promotion. They must be considered on academic probation.

#### **Comprehensive Remediation Programs**

The remediation programs established by the district shall operate outside of the normal day and meet guidelines for programs established by the State Board of Education.

An appeal process should be developed and put in place.

#### **Summer School**

At the end of summer school a district panel must review student's progress and indicate readiness to achieve grade level standards for the next grade. If the student does not meet standards, they are then placed on academic probation. This means if they are not up to standards they will be retained.

#### **Homework Centers**

The State Board of Education shall establish grant programs to fund homework centers in schools and districts declared below average and unsatisfactory.

These centers must go beyond the regular school day and be where students can come and receive assistance in understanding and completing their schoolwork.

Funds may be used for salaries for certified teachers and for transportation costs.

**District**

Each district will establish policies on academic conferences and district level reviews. Information must be given to EVERY student and parent. Each district must monitor the implementation of academic plans as part of local accountability plan. (Districts use Act 135 of 1993 academic assistance funds to carry out academic plans including required summer school attendance.)

District policies regarding retention of students in grades one and two remain in effect.

The State Board with the EOC will promulgate regulations requiring the reporting of the number of students retained at each grade level, the number of students retained after probation and the number of students removed from probation. This data will be used as a performance indicator for accountability.

## **ANNUAL REPORT CARD**

### **The Annual Report Card for Each School**

Academic performance ratings, contents, progress narrative written by school.

Four purposes of report card:

- Inform parents and public about school's performance;
- assist in identifying the strengths and weaknesses within a particular school;
- recognize schools with high performance; and
- evaluate and focus resources on schools with low performances.

### **Criteria for Ratings**

Established by Oversight Committee—excellent, good, average, below average, and unsatisfactory. Schools shall receive a rating for absolute and improvement performance. (Scores of students enrolled in the school at the time of the 45 day enrollment count will be used to determine ratings.)

The report must include a comprehensive set of performance indicators with information on comparisons, trends, needs and performance over time. It should be easily understood and reader friendly.

It should provide a context for the performance of the school. Where appropriate, the data should yield disaggregated results to schools and districts in planning for improvement.

## **ANNUAL REPORT CARD**

### **State Report Card**

Beginning with the 2002-2003 school year, each state shall prepare and distribute an annual state report card. This report card shall be concise and presented in an understandable and uniform format.

### **Required Information**

Each state shall include in its report card:

- Information on aggregate student achievement at each proficiency level disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.
- A comparison of actual achievement levels for each group with the annual objectives for each group.
- The percentage of students not tested (disaggregated by the same categories).
- The most recent two year trend in student achievement in each subject area and for each grade level (only for the subjects under this act).
- Aggregate information on other indicators used to determine adequate yearly progress.
- Graduation rates.
- Performance of local school districts regarding annual yearly progress, including the names of schools identified as needing improvement.
- Professional qualifications of teachers, percent of classes not taught by highly qualified teachers, disaggregated by high poverty and low poverty schools (top quartile and bottom quartile).

The report should include information in areas such as programs and curriculum, school leadership, community and parent support, faculty qualifications, evaluations of school by parents, teachers and students.

In addition, information on promotion and retention ratios, disciplinary climate, dropout ratios, student and teacher ratios, and attendance data. Other factors can be added per district and school discretion.

### **Section 59-18-930**

Beginning in 2001, and annually, the State Department of Education must issue report cards to all schools and districts of the state no later than November 1<sup>st</sup>.

The report card must be mailed to all parents of the school and the school district.

The school, in conjunction with the district board, must inform the public by advertising results in at least ONE South Carolina daily newspaper of general circulation in the area. This notice must be published.

The principal, in conjunction with the School Improvement Council, must write an annual narrative of the schools' progress in order to further inform parents and the community about the school and its operation. The narrative must site factors or activities supporting progress and barriers which inhibit progress. The school's report card must be furnished to parents and the public no later than November 15<sup>th</sup>. This notice must be published within 90 days of receipt of the report cards issued by the SDE and must be a minimum of two

### **Optional Information**

- School attendance rates.
- Average class size in each grade.
- Gains in English proficiency for Limited English Proficiency (LEP) students.
- Incidence of violence, substance abuse, suspensions and expulsions.
- Extent and type of parent involvement.
- Percentage of students completing advanced placement courses and passing advanced tests.
- Clear and concise description of the state's accountability system.

### **Local Report Card**

Each local educational agency receiving assistance under the Act must prepare an annual report card beginning with the 2002-2003 school year.

### **Required Information**

#### **Local**

- The number and percent of schools identified as needing improvement.
- How students of the local district achieved on the statewide academic assessments compared to the state as a whole.

#### **School**

- Whether the school has been identified for school improvement.

<p>columns by 10 inches with at least 24- point bold headline.</p> <p><b><u>CHARTER ALTERNATIVE AND VOCATIONAL SCHOOLS</u></b>  <b>Section 59-18-920</b></p> <p>Charter schools will receive a performance rating and must issue a report card to parents and the public explaining its significance and the same information required of other schools.</p> <p>Alternative schools are included, however, the purpose of such schools must be taken into consideration in determining the performance rating.</p> <p>The EOC, working with the SDE and the School to Work Advisory Council will develop a report card for vocational schools.</p>	<ul style="list-style-type: none"> <li>• How the school's students achieved on statewide assessments compared to students in the local educational district and the state as a whole.</li> </ul>
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**SCHOOL REWARDS**

Palmetto Gold and Silver Awards Program should be established by the State Board of Education working with the Department of Education to recognize and reward schools for academic achievement.

Awards are to be established for schools attaining high levels of absolute performance and for schools attaining high rates of improvement. The award program must base improved performance on longitudinally matched student data and may include:

- Student attendance;
- teacher attendance;
- student dropout rates; and
- any other factors that promote or maintain high levels of improvement.

The State Board shall promulgate regulations to ensure districts of the state to utilize these funds to improve or maintain exceptional performance according to their school's plans.

Funds may be used for professional development support. (Special schools for the academically talented are not eligible to receive an award unless they have demonstrated improvement and high absolute achievement for three years.)

**STATE RECOGNITION OF ACADEMIC ACHIEVEMENT**

Each state must establish a program for making awards to schools and teachers that significantly close the achievement gap between the major groups of students, or exceed their AYP for two or more consecutive years.



<p><b><u>FLEXIBILITY</u></b>  <b>Section 59-18-1110</b></p> <p>A school can receive flexibility of receiving exemptions from those regulations and statutory provisions governing the defined program during a three-year period if:</p> <ul style="list-style-type: none"> <li>• The school has twice been a recipient of a Palmetto Gold or Silver Award.</li> <li>• The school has met annual improvement standards for subgroups of students in reading and math.</li> <li>• The school has exhibited no recurring accreditation deficiencies.</li> <li>• Schools have received flexibility status per regulations.</li> </ul> <p>To continue to receive flexibility a school must annually exhibit school improvement at or above the state average as computed in the school recognition program and must meet the gains required for subgroups of students in reading and math.</p> <p>Schools can apply to the State Board of Education for an extension of this status for one year.</p>	<p><b><u>FLEXIBILITY</u></b></p> <p>The number of programs under the Act was reduced from 55 under the old law to 45. States and local school districts are given the flexibility to shift around diverse federal program funds to match local priorities and achieve results.</p> <p>With the exception of Title I, money which is targeted at economically disadvantaged students, states and local districts that have not been identified as in need of improvement or corrective action under Title I of the law can transfer up to 50 percent of the funds allocated to it among the following programs: teacher quality grants, educational technology state grants, innovative programs, and safe and drug free schools.</p> <p>Additionally, seven states and 150 school districts will be chosen to participate in demonstration projects. They will be relieved from specific rules and paperwork for individual programs, with the exception of increased student achievement results.</p>
<p><b><u>PUBLIC INFORMATION CAMPAIGN</u></b></p> <p>Establish an ongoing public information campaign to apprise the public of the status of public schools and the importance of high standards for academic performance for students of South Carolina.</p> <p>A special committee appointed by the Chairman of the EOC to include two committee members representing</p>	

<p>business and two representing education and others representing business, industry, and education. The committee will plan and oversee the development of a campaign, including public service announcements for the media and other appropriate areas. The plan must report to the Governor, the Senate Education Committee, and the House Education and Public Works Committee.</p> <p><b><u>Separate Funding for Private or Other Public Funds</u></b></p> <p>A separate fund within the general fund is established to accept gifts, grants, and donations from any public or private source or monies appropriated by the General Assembly for the public information campaign. Funds may be carried over from year to year.</p> <p>The State Treasurer shall invest the monies in this fund. EOC will administer and authorize any disbursements from the fund.</p>	
<p><b><u>PROFESSIONAL DEVELOPMENT</u></b></p> <p>EOC shall provide a comprehensive review of state and local professional development to include principal leadership development and teacher staff development. (An analysis of what, how, when the quality level of professional development to improve skills for academic improvement.)</p> <p>The EOC is to recommend better ways for the five contract days for in-service. Revision should be made to state regulations for use of dollars spent on training.</p> <p>The SDE, upon receipt of the recommendations from the comprehensive review of state and local training, should</p>	<p><b><u>TEACHER QUALITY, QUALIFICATIONS FOR TEACHERS AND PARAPROFESSIONALS</u></b></p> <p><b><u>Teachers</u></b></p> <p>Beginning the first day of the 2002-2003 school year, all teachers hired after that date who teach in a program receiving funds under this act must be “<b>highly qualified.</b>”</p> <p>The state must develop a plan to ensure that ALL teachers are highly qualified no later than the end of the 2006-2007 school year. Schools, school districts, states and the Secretary of Education must all make annual reports on progress toward this goal.</p>

<p>develop an accountability system to ensure that professional development standards are effectively implemented.</p> <p>The SDE should provide training to all school districts to ensure standards are met and also to focus on how to design comprehensive professional development programs. A variety of options should be provided.</p>	<p><b><u>“Highly Qualified” Teachers Must be State Certified</u></b></p> <p><u>Newly hired elementary</u> teachers must have a BA degree and have demonstrated subject knowledge and teaching skills (by passing a rigorous state test) in reading, writing, mathematics, and other areas of elementary curriculum.</p> <p><u>Newly hired middle or secondary</u> teachers must have a BA degree and demonstrate a high level of competency in each subject area taught (by passing a rigorous state academic subject test), or completion of a major graduate degree, or advanced certification in the subject area(s) taught.</p> <p><u>Existing elementary and secondary</u> teachers must hold a BA degree and have passed a rigorous state test, or demonstrated competency based on a high, objective, and uniform standard of evaluation developed by the state.</p> <p><b><u>Paraprofessionals</u></b></p> <p><u>New Paraprofessionals</u> hired after January 8, 2002, are required to have completed at least two years of higher education; obtained an associate’s degree (or higher); met a rigorous standard of quality and can demonstrate through formal academic assessment knowledge of, and the ability to assist in instructing, reading, writing, and mathematics.</p> <p><b>A high school diploma will no longer be sufficient by itself.</b></p> <p><u>Existing Paraprofessionals</u> must meet the new paraprofessional requirements within four years of 2002.</p>
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	<p><u>Exceptions</u> are made for paraprofessionals who provide services primarily to act as a translator for non-English speaking students or who conduct parental involvement activities.</p> <p><b><u>Professional Development</u></b></p> <p>All states are to deepen and expand professional development for present teachers. Teacher preparation and professional development must be aligned to the goals of student achievement.</p> <p>Funds can be used to improve math and science teaching, deepen content knowledge, and to train teachers on the use and integration of technology in education.</p> <p>Other uses of funds can include teacher recruitment, hiring, testing, merit pay, alternative routes to certification and advanced certification of exemplary teachers.</p>
<p><b><u>Evaluations</u></b></p> <p>Expand the ability to evaluate the system and conduct IN DEPTH studies on implementation, efficiency, and effectiveness of academic improvement.</p>	

## **SPECIAL ASSISTANCE PROGRAMS**

### **Math and Science Excellence**

A new initiative dedicated to math and science partnerships in the states. Partnerships combine state and local education agencies, with higher education, business and non-profit organizations (research entities and museums) to raise student achievement in math and science.

Priorities are set by local needs, but can include improving teacher qualifications, knowledge, skills, curriculum, instructional materials, and intensive professional development activities.

The National Science Foundation (NSF) is also targeting several states with dollars for innovative partnerships to promote best practices.

### **Technology**

All states will participate in a grant program to integrate technology into education. Local districts will plan the use of funds based on needs, but can use the funds for hardware, software, access, teacher and student training, curricular development, on-line learning, and efficient uses in administration and data management.

### **Early Reading**

	All states can participate in a new initiative for both Pre-K and grades 1-3 reading programs to ensure all children can read by Grade 3.
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